

Grade Levels K-4
Nebraska Language Arts Standards
As approved by State Board 4/2/09

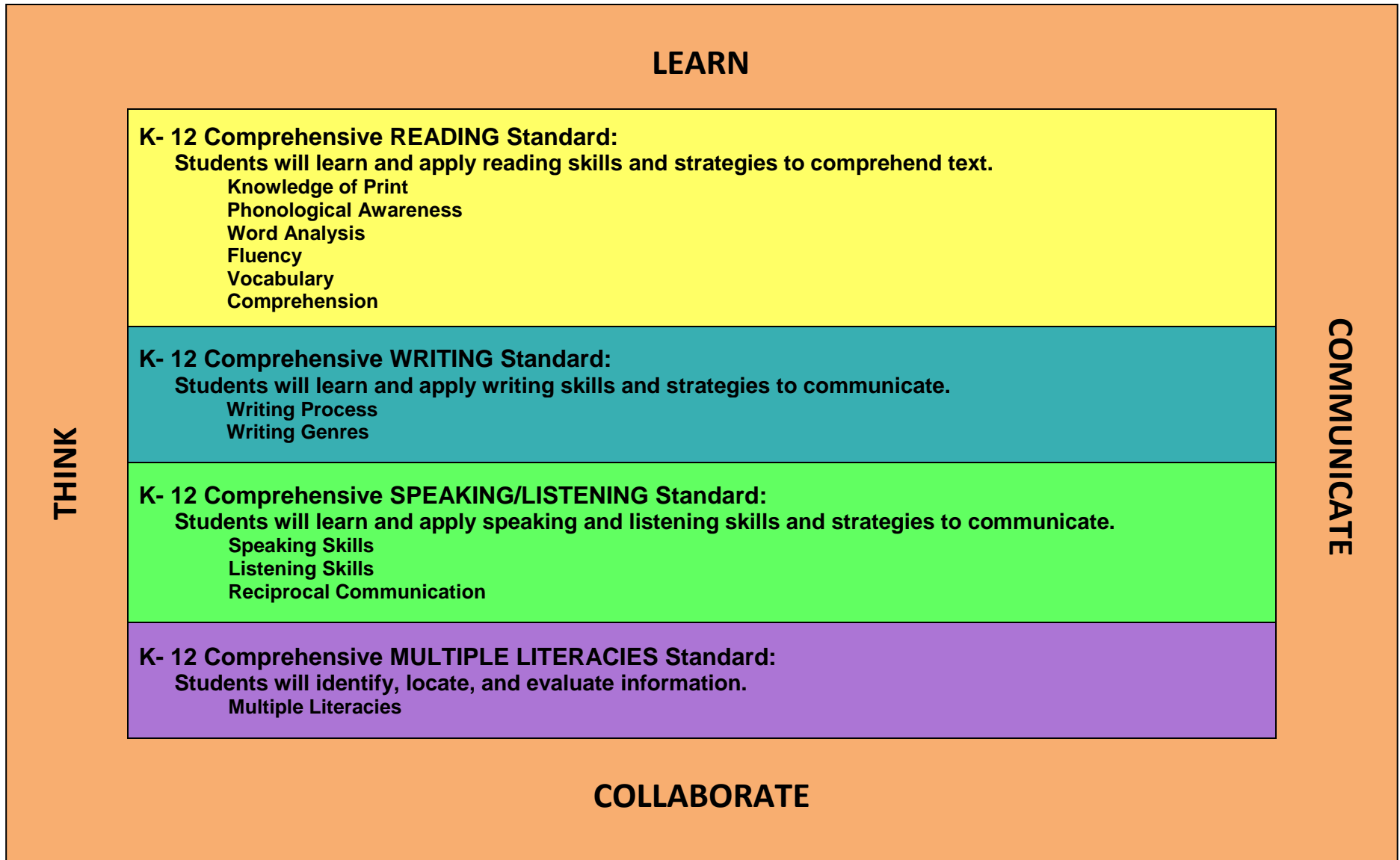


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K- 12 Comprehensive READING Standard:

Students will learn and apply reading skills and strategies to comprehend text.

Concepts	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge of Print	Students will demonstrate knowledge of the concepts of print.	Students will demonstrate knowledge of the concepts of print.	<i>Concept mastered at a previous grade level</i>		
Phonological Awareness	Students will demonstrate phonological awareness through oral activities.	Students will demonstrate phonological awareness through oral activities.			
Word Analysis	Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.	Students will use phonetic analysis to read, write, and spell grade level text.	Students will use phonetic analysis to read, write, and spell grade level text.	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.
Fluency	Students will demonstrate accuracy, phrasing, and expression during grade level reading experiences.	Students will demonstrate accuracy, phrasing, and expression while reading grade level text.	Students will develop and demonstrate accuracy, phrasing, and expression while reading grade level text.	Students will develop accuracy, phrasing, and expression while reading grade level text.	Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.
Vocabulary	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.
Comprehension	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

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**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
Knowledge of Print	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	Students will demonstrate knowledge of the concepts of print.	Students will demonstrate knowledge of the concepts of print.			
Curricular Indicators	<p>LA 0.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)</p> <p>LA 0.1.1.b Explain that the purpose of print is to carry information (e.g., environmental print, names)</p> <p>LA 0.1.1.c Demonstrate voice to print match (e.g., student points to print as someone reads)</p> <p>LA 0.1.1.d Demonstrate understanding that words are made up of letters</p> <p>LA 0.1.1.e Identify parts of a book (e.g., cover, pages, title, author, illustrator)</p> <p>LA 0.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom</p>	<p>LA 1.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)</p> <p>LA 1.1.1.b Explain that the purpose of print is to carry information</p> <p>LA 1.1.1.c Demonstrate voice to print match (e.g., student points to words while reading)</p> <p>LA 1.1.1.d Demonstrate understanding that words are made up of letters</p> <p>LA 1.1.1.e Identify parts of a book (e.g., pages, title, title page, author, illustrator, table of contents)</p> <p>LA 1.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom</p>	<div> <i>Concept mastered at a previous grade level</i> </div>		

	LA 0.1.1.g Identify punctuation (e.g., period, exclamation mark, question mark)	LA 1.1.1.g Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)	
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**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Phonological Awareness	Students will demonstrate phonological awareness through oral activities.	Students will demonstrate phonological awareness through oral activities.			
Curricular Indicators	<p>LA 0.1.2.a Segment spoken sentences into words</p> <p>LA 0.1.2.b Identify and produce oral rhymes</p> <p>LA 0.1.2.c Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday)</p> <p>LA 0.1.2.d Blend spoken onsets and rimes to form simple words (e.g., v-an, gr-ab)</p> <p>LA 0.1.2.e Segment onsets and rimes orally (e.g., v-an, gr-ab)</p> <p>LA 0.1.2.f Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)</p>	<p>LA 1.1.2.a Segment spoken sentences into words</p> <p>LA 1.1.2.b Identify and produce oral rhymes</p> <p>LA 1.1.2.c Blend and segment syllable sounds in spoken words</p> <p>LA 1.1.2.d Blend and segment onset and rime orally (e.g., v-an, gr-ab)</p> <p>LA 1.1.2.e Manipulate phonemes orally (e.g., blend, segment)</p> <p>LA 1.1.2.f Manipulate phonemes to create new words, pseudo or real (e.g., “What is hand without the /h/?” –and; “The word is cat. Change the /t/ to /n/. What’s the new word?” – can)</p>	<div> <p><i>Concept mastered at a previous grade level</i></p> </div>		

	LA 0.1.2.g Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)		
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**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Word Analysis	Students will acquire phonetic knowledge as they learn to read, write, and spell grade-level text.	Students will use phonetic analysis to read, write, and spell grade-level text.	Students will use phonetic analysis to read, write, and spell grade-level text.	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade-level text.	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade-level text.
Curricular Indicators	<p>LA 0.1.3.a Identify upper and lower case letters</p> <p>LA 0.1.3.b Match consonant and short vowel sounds to appropriate letters (e.g., match letters to sounds while writing)</p> <p>LA 0.1.3.c Read at least 25 basic high frequency words from a commonly used list</p> <p>LA 0.1.3.d Use phonetic knowledge to write (e.g., approximated spelling)</p>	<p>LA 1.1.3.a Read, write, and spell words by applying common letter-sound correspondences (e.g., single letter consonants, consonant blends, long and short vowels, digraphs)</p> <p>LA 1.1.3.b Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends)</p> <p>LA 1.1.3.c Read at least 100 high-frequency words from a commonly used list</p> <p>LA 1.1.3.d Spell single syllable phonetically regular words</p>	<p>LA 2.1.3.a Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell (e.g., consonant and vowel digraphs, diphthongs)</p> <p>LA 2.1.3.b Read, write, and spell sight words</p>	<p>LA 3.1.3.a Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell</p> <p>LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)</p>	<p>LA 4.1.3.a Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell</p> <p>LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)</p>

	<p>LA 0.1.3.e Recognize known words in connected text (e.g., big book, environmental print, class list, labels)</p> <p>LA 0.1.3.f Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written</p>	<p>LA 1.1.3.e Blend sounds to read words</p> <p>LA 1.1.3.f Read words in connected text</p> <p>LA 1.1.3.g Use word structure to read text including onsets and rimes, contractions, and common compound words (e.g., football, popcorn, daydream)</p> <p>LA 1.1.3.h Monitor the accuracy of decoding</p>	<p>LA 2.1.3.c Blend sounds to form words</p> <p>LA 2.1.3.d Read words in connected text</p> <p>LA 2.1.3.e Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation)</p> <p>LA 2.1.3.f Monitor the accuracy of decoding</p>		
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**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Fluency	Students will demonstrate accuracy, phrasing, and expression during grade level reading experiences.	Students will demonstrate accuracy, phrasing, and expression while reading grade-level text.	Students will develop and demonstrate accuracy, phrasing, and expression while reading grade level text.	Students will develop accuracy, phrasing, and expression while reading grade-level text.	Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression.
Curricular Indicators	<p>LA 0.1.4.a Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing)</p> <p>LA 0.1.4.b Imitate repeating language patterns during reading (e.g., modeled reading, choral reading)</p> <p>LA 0.1.4.c Read familiar text with others, maintaining an appropriate pace</p>	<p>LA 1.1.4.a Read in meaningful phrases that sound like natural language to support comprehension</p> <p>LA 1.1.4.b Use a core of high-frequency words and phrases</p> <p>LA 1.1.4.c Use repeating language patterns when reading</p> <p>LA 1.1.4.d Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)</p> <p>LA 1.1.4.e Read along with others and independently practice keeping an appropriate pace for a text</p>	<p>LA 2.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension</p> <p>LA 2.1.4.b Read high-frequency words and phrases accurately and automatically</p> <p>LA 2.1.4.c Vary voice intonation (e.g., volume, tone) to reflect meaning of text</p> <p>LA 2.1.4.d Use appropriate pace while reading to gain and enhance the meaning of text</p>	<p>LA 3.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension</p> <p>LA 3.1.4.b Read words and phrases accurately and automatically</p> <p>LA 3.1.4.c Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text</p> <p>LA 3.1.4.d Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing</p>	<p>LA 4.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension</p> <p>LA 4.1.4.b Read words and phrases accurately and automatically</p> <p>LA 4.1.4.c Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text</p> <p>LA 4.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style</p>

**K-12 Comprehensive Reading Standard:
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Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Vocabulary	Students will build literary, general academic, and content specific grade-level vocabulary.	Students will build literary, general academic, and content specific grade-level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.
Curricular Indicators	<p>LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)</p> <p>LA 0.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations</p> <p>LA 0.1.5.c Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words</p>	<p>LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)</p> <p>LA 1.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations</p> <p>LA 1.1.5.c Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words</p>	<p>LA 2.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)</p> <p>LA 2.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations</p> <p>LA 2.1.5.c Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words</p>	<p>LA 3.1.5.a Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)</p> <p>LA 3.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations</p> <p>LA 3.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words</p>	<p>LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)</p> <p>LA 4.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations</p> <p>LA 4.1.5.c Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words</p>

	<p>LA 0.1.5.d Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)</p> <p>LA 0.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s) teacher)</p>	<p>LA 1.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)</p> <p>LA 1.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s) teacher)</p> <p>LA 1.1.5.f Locate words in reference materials (e.g., alphabetical order)</p>	<p>LA 2.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)</p> <p>LA 2.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)</p> <p>LA 2.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)</p>	<p>LA 3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)</p> <p>LA 3.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)</p> <p>LA 3.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)</p>	<p>LA 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)</p> <p>LA 4.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)</p>
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**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Comprehension	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
Curricular Indicators Author's Purpose	LA 0.1.6.a Explain that the author and illustrator create books	LA 1.1.6.a Identify author, illustrator, and author's purpose (e.g., explain, entertain, inform)	LA 2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension	LA 3.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension	LA 4.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text
Narrative Text <div style="border: 1px solid red; padding: 2px; width: fit-content;">Plot includes sequence of events and conflict/resolution</div>	LA 0.1.6.b Identify elements of the story including setting, character, and events LA 0.1.6.c Retell information from narrative text including characters, setting, and events	LA 1.1.6.b Identify elements of narrative text (e.g., characters, setting, events) LA 1.1.6.c Retell information from narrative text including characters, setting, and events	LA 2.1.6.b Identify elements of narrative text (e.g., characters, setting, plot) LA 2.1.6.c Retell information from narrative text including characters, setting, and plot	LA 3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view) LA 3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details	LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme) LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details

	LA 0.1.6.d Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)	LA 1.1.6.d Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	LA 2.1.6.d Explain the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	LA 3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)	LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
Informational Text	LA 0.1.6.e Retell main ideas from informational text	LA 1.1.6.e Retell main ideas from informational text	LA 2.1.6.e Retell and summarize the main idea from informational text	LA 3.1.6.e Retell and summarize the main idea from informational text using supporting details	LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details
		LA 1.1.6.f Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast)	LA 2.1.6.f Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)	LA 3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)	LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
	LA 0.1.6.f Identify text features in informational text (e.g., titles, bold print, illustrations)	LA 1.1.6.g Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)	LA 2.1.6.g Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)	LA 3.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)	LA 4.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)

Multi-Genre	LA 0.1.6.g Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)	LA 1.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)	LA 2.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to books)	LA 3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)	LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
	LA 0.1.6.h Make connections between characters or events in narrative and informational text, to own life or other cultures	LA 1.1.6.i Make connections between characters or events in narrative and informational text, to own life or other cultures	LA 2.1.6.i Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures	LA 3.1.6.i Use narrative or informational text to develop a multi-cultural perspective	LA 4.1.6.i Use narrative or informational text to develop a multi-cultural perspective
Questions/ Answers	LA 0.1.6.i Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text	LA 1.1.6.j Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text	LA 2.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text	LA 3.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text	LA 4.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text
Purpose	LA 0.1.6.j Identify different purposes for reading (e.g., information, pleasure)	LA 1.1.6.k Identify and explain purpose for reading (e.g., information, pleasure)	LA 2.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)	LA 3.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)	LA 4.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)

Connections/ Predictions	LA 0.1.6.k Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	LA 1.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	LA 2.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	LA 3.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	LA 4.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
	LA 0.1.6.i Make predictions about a text using prior knowledge, pictures, and titles	LA 1.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning LA 1.1.6.n Confirm predictions about what will happen next in a text by using meaning clues (e.g., pictures, titles, cover, story sequence, key words)	LA 1.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning LA 2.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., illustrations, personal experience, events, character traits)	LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct LA 3.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience) LA 3.1.6.o Use examples and details in a text to make inferences about a story or situation	LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct LA 4.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues) LA 4.1.6.o Use examples and details in a text to make inferences about a story or situation
Response	LA 0.1.6.m Respond to text verbally, in writing, or artistically	LA 1.1.6.o Respond to text verbally, in writing, or artistically	LA 2.1.6.o Respond to text verbally, in writing, or artistically	LA 3.1.6.p Respond to text verbally, in writing, or artistically	LA 4.1.6.p Respond to text verbally, in writing, or artistically

LEARN						
THINK	K-12 Comprehensive WRITING Standard: Students will learn and apply writing skills and strategies to communicate.					
	Concepts	Grade Level Standards				
		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	Writing Process	Students will use writing to communicate.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
	Writing Genres	Student will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.
COLLABORATE						
COMMUNICATE						

**K-12 Comprehensive Writing Standard:
Students will learn and apply writing skills and strategies to communicate.**

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Writing Process	Students will use writing to communicate.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
Curricular Indicators	<p>LA 0.2.1.a Demonstrate that writing communicates thoughts and ideas</p> <p>LA 0.2.1.b Apply prewriting activities to generate ideas (e.g., brainstorming, discussions, drawing, literature, personal/classroom experiences)</p> <p>LA 0.2.1.c Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic</p>	<p>LA 1.2.1.a Demonstrate that writing communicates thoughts and ideas</p> <p>LA 1.2.1.b Apply prewriting activities and inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer, writing tools)</p> <p>LA 1.2.1.c Generate a draft by:</p> <ul style="list-style-type: none"> • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing complete sentences of varying length and 	<p>LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)</p> <p>LA 2.2.1.b Generate a draft by:</p> <ul style="list-style-type: none"> • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing complete sentences of varying length, and 	<p>LA 3.2.1.a Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)</p> <p>LA 3.2.1.b Generate a draft by:</p> <ul style="list-style-type: none"> • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing paragraphs with grammatically 	<p>LA 4.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool, word processing tools, multimedia)</p> <p>LA 4.2.1.b Generate a draft by:</p> <ul style="list-style-type: none"> • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing paragraphs with grammatically

		complexity (e.g., dictation, labeling, simple sentences)	complexity, and type (e.g., dictation, labeling, simple sentences declarative, interrogative, exclamatory) <ul style="list-style-type: none"> Developing a coherent beginning and end 	correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, and exclamatory) <ul style="list-style-type: none"> Developing paragraphs with topic sentences and supporting facts and details 	correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative) <ul style="list-style-type: none"> Developing introductory and concluding paragraphs
LA 0.2.1.d Revise writing by adding details	LA 1.2.1.d Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice) LA 1.2.1.e Provide feedback to other writers	LA 2.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice) LA 2.2.1.d Provide oral feedback to other writers; utilize others' feedback to improve own writing	LA 3.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice) LA 3.2.1.d Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing	LA 4.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice) LA 4.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing	
LA 0.2.1.e Edit writing for format and conventions (e.g., correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark)	LA 1.2.1.f Edit writing for format and conventions (e.g., correct spelling of frequently used words, capitalization, grammar, basic punctuation such as exclamation mark.	LA 2.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)	LA 3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	LA 4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	
LA 0.2.1.f Publish a legible document (e.g., handwritten)	LA 1.2.1.g Publish a legible document (e.g., handwritten)	LA 2.2.1.f Publish a legible document (e.g., handwritten or electronic)	LA 3.2.1.f Publish a legible document (e.g., handwritten or electronic)	LA 4.2.1.f Publish a legible document (e.g., handwritten or electronic)	
LA 0.2.1.e Print all uppercase and lowercase letters, attending to the form of the letters					

		LA 1.2.1.h Write with appropriate spaces between letters, words, and sentences.	LA 2.2.1.g Print legibly (e.g., letter formation, letter size, spacing, alignment)	LA 3.2.1.g Write legibly in cursive	
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**K-12 Comprehensive Writing Standard:
Students will learn and apply writing skills and strategies to communicate.**

Concept	Grade Level Standards				
Writing Genres	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Curricular Indicators	<p>Student will write for a variety of purposes and audiences in multiple genres.</p> <p>LA 0.2.2.a Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom)</p> <p>LA 0.2.2.b Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank you note)</p>	<p>Students will write for a variety of purposes and audiences in multiple genres.</p> <p>LA 1.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)</p> <p>LA 1.2.2.b Write to known audience or specific reader (e.g., letter to familiar person)</p> <p>LA 1.2.2.c Write books and short pieces of writing that tell a story and/or provide information to readers about a topic</p>	<p>Students will write for a variety of purposes and audiences in multiple genres.</p> <p>LA 2.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)</p> <p>LA 2.2.2.b Write to known audience or specific reader (e.g. letter to familiar person)</p> <p>LA 2.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)</p>	<p>Students will write for a variety of purposes and audiences in multiple genres.</p> <p>LA 3.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)</p> <p>LA 3.2.2.b Write considering audience and what the reader needs to know</p> <p>LA 3.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)</p>	<p>Students will write for a variety of purposes and audiences in multiple genres.</p> <p>LA 4.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)</p> <p>LA 4.2.2.b Write considering audience and what the reader needs to know; select words and format with audience in mind</p> <p>LA 4.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)</p>
<p>Examples of Genres: Essay, story, list, poem, instructions, letter, memo, class notes, memoir, biography, summary, response to literature, research paper, interview, web page, play, book/film review, song, journal, job application, resume, news article, email, poster, post-it note, brochure, report consistent with professional standards</p> <p>Examples of Organizational Structure: Description, sequence, cause and effect, problem/solution, compare and contrast, persuasion</p>					

		<p>LA 1.2.2.d Write stories with a beginning, middle, and end</p> <p>LA 1.2.2.e Compare models and examples (own and others) of various genres create similar pieces</p>	<p>LA 2.2.2.d Use an organizational structure that includes a central idea or focus</p> <p>LA 2.2.2.e Compare models and examples (own and others) of various genres to create a similar piece</p>	<p>LA 3.2.2.d Apply an organizational structure appropriate to the task (e.g., logical, sequential order)</p> <p>LA 3.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece</p>	<p>LA 4.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)</p> <p>LA 4.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece</p>
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LEARN

K-12 Comprehensive SPEAKING/LISTENING Standard:

Students will learn and apply speaking and listening skills and strategies to communicate.

Concepts	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Speaking Skills	Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.
Listening Skills	Students will develop and demonstrate active listening skills across a variety of situations.	Students will develop and demonstrate active listening skills across a variety of situations.	Students will develop and demonstrate active listening skills across a variety of situations.	Students will develop and apply active listening skills across a variety of situations.	Students will develop and apply active listening skills across a variety of situations.
Reciprocal Communication	Students will demonstrate reciprocal communication skills.	Students will develop reciprocal communication skills.	Students will develop reciprocal communication skills.	Students will develop and apply reciprocal communication skills.	Students will develop and apply reciprocal communication skills.

COLLABORATE

THINK

COMMUNICATE

**K-12 Comprehensive Speaking/Listening Standard:
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Speaking Skills	Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.
Curricular Indicators	LA 0.3.1.a Communicate ideas orally in daily classroom activities and routines	LA 1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance) LA 1.3.1.b Communicate orally in daily classroom activities and routines	LA 2.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance) LA 2.3.1.b Demonstrate speaking techniques for a variety of purposes and situations	LA 3.3.1.a Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance) LA 3.3.1.b Demonstrate speaking techniques for a variety of purposes and situations LA 3.3.1.c Utilize available media to enhance communication (e.g., poster, overhead)	LA 4.3.1.a Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting LA 4.3.1.b Demonstrate speaking techniques for a variety of purposes and situations LA 4.3.1.c Utilize available media to enhance communication (e.g., presentation software, poster)

**K-12 Comprehensive Speaking/Listening Standard:
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Listening Skills	Students will develop and demonstrate active listening skills across a variety of situations.	Students will develop and demonstrate active listening skills across a variety of situations.	Students will develop and demonstrate active listening skills across a variety of situations.	Students will develop and demonstrate active listening skills across a variety of situations.	Students will develop and apply active listening skills across a variety of situations.
Curricular Indicators	<p>LA 0.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)</p> <p>LA 0.3.2.b Complete a task after listening for information</p> <p>LA 0.3.2.c Listen and retell main ideas of information</p>	<p>LA 1.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)</p> <p>LA 1.3.2.b Use information in order to complete a task (e.g., following one- or two-step directions, responding to questions)</p> <p>LA 1.3.2.c Listen and retell specific details of information</p> <p>LA 1.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated</p>	<p>LA 2.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation)</p> <p>LA 2.3.2.b Use information in order to complete a task (e.g., follow multi-step directions, responding to questions)</p> <p>LA 2.3.2.c Listen and retell specific details of information heard</p> <p>LA 2.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated</p>	<p>LA 3.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)</p> <p>LA 3.3.2.b Use information in order to complete a task</p> <p>LA 3.3.2.c Listen, ask questions to clarify, and take notes to ensure accuracy of information</p> <p>LA 3.3.2.d Listen to and summarize thoughts, ideas, and information being communicated</p>	<p>LA 4.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)</p> <p>LA 4.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information</p> <p>LA 4.3.2.c Listen to, summarize, and explain thoughts, ideas, and information being communicated</p>

**K-12 Comprehensive Speaking/Listening Standard:
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Reciprocal Communication	Students will demonstrate reciprocal communication skills.	Students will develop reciprocal communication skills.	Students will develop reciprocal communication skills.	Students will develop and apply reciprocal communication skills.	Students will develop and apply reciprocal communication skills.
Curricular Indicators	<p>LA 0.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)</p> <p>LA 0.3.3.b Demonstrate conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)</p> <p>LA 0.3.3.c Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)</p>	<p>LA 1.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)</p> <p>LA 1.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)</p> <p>LA 1.3.3.c Participate in learning situations (e.g. small groups, show and share, cooperative problem solving, play)</p>	<p>LA 2.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words)</p> <p>LA 2.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues)</p> <p>LA 2.3.3.c Participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving)</p>	<p>LA 3.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)</p> <p>LA 3.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)</p> <p>LA 3.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats</p>	<p>LA 4.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)</p> <p>LA 4.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)</p> <p>LA 4.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats</p>

LEARN							
THINK	K- 12 Comprehensive MULTIPLE LITERACIES Standard: Students will identify, locate, and evaluate information.						COMMUNICATE
	Concepts	Grade Level Standards					
		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	
	Multiple Literacies	Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).	
COLLABORATE							

**K- 12 Comprehensive MULTIPLE LITERACIES Standard:
Students will identify, locate, and evaluate information.**

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Multiple Literacies	Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).
Curricular Indicators <div style="border: 2px solid red; padding: 5px;"> Multiple Literacies include: *Core Subject Areas *Learning and Innovation Skills *Information, Media, and Technology Skills *Life and Career Skills http://www.21stcenturyskills.org </div>	LA 0.4.1.a Identify resources to find information (e.g., print, electronic) LA 0.4.1.b Demonstrate understanding of authorship of print and online resources LA 0.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g. rules for Internet use)	LA 1.4.1.a Identify resources to find information (e.g., print, electronic) LA 1.4.1.b Demonstrate understanding of authorship of print and online resources LA 1.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g., safe information to share online)	LA 2.4.1.a Use resources to answer guiding questions (e.g., print, electronic) LA 2.4.1.b Discuss ethical and legal use of information LA 2.4.1.c Practice safe behaviors when communicating and interacting with others (e.g., safe information to share online)	LA 3.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, electronic) LA 3.4.1.b Discuss ethical and legal use of information LA 3.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials)	LA 4.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, subscription databases, web resources) LA 4.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used) LA 4.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)

	<p>LA 0.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)</p>	<p>LA 1.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)</p>	<p>LA 2.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)</p>	<p>LA 3.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)</p> <p>LA 3.4.1.e Identify bias and commercialism (e.g., product placement, advertising)</p>	<p>LA 4.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)</p> <p>LA 4.4.1.e Identify bias and commercialism (e.g., product placement, advertising)</p>
	<p>LA 0.4.1.e Gather and share information and opinions as a result of communication with others (e.g., computer applications, teacher controlled Internet downloads, multimedia presentations)</p>	<p>LA 1.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)</p>	<p>LA 2.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)</p> <p>LA 2.4.1.f Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)</p>	<p>LA 3.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)</p> <p>LA 3.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)</p>	<p>LA 4.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)</p> <p>LA 4.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)</p>